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Spring 2-1-2017

### PSYX 540.01: Advanced Developmental Psychology

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# PSYX 540: ADVANCED DEVELOPMENTAL PSYCHOLOGY

University of Montana  
Spring 2017 (CRN 31776)

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## COURSE INFORMATION

- *Day:* Tuesday and Thursday
- *Time:* 11:00-12:20pm
- *Location:* SB 303
- *Website:* [Moodle](https://moodle.umt.edu) (<https://moodle.umt.edu>)

## INSTRUCTOR

**PROF. RACHEL SEVERSON, PH.D.**

- *Email:* [rachel.severson@umontana.edu](mailto:rachel.severson@umontana.edu)
  - *Office:* Skaggs 371
  - *Office hours:* Tuesday & Thursday 1:30-3pm, and by appointment.
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## WHAT IS THIS COURSE ABOUT?

This 3-credit course provides graduate-level knowledge of the discipline of Developmental Psychology. The course will focus on (A) the major theories, methodologies, principles, and topics in Developmental Science across the lifespan, and (B) integrating Developmental Science with other core areas in the field of Psychology. Topics will include biological, cognitive, linguistic, social, affective, and personality development. The focus will almost exclusively be on typical development. As such, the course will not focus on therapeutic approaches, interventions, or clinical populations (except in rare and limited instances).

## MATERIALS: WHAT DO YOU NEED?

Course readings—comprised of primary source materials (chapters & articles)—are available on the course [Moodle website](#).

## WHAT ARE THE PREREQUISITES?

Undergraduate course in Developmental Psychology; or instructor permission.

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## WHAT ARE WE TRYING TO ACHIEVE?

- Develop discipline-specific knowledge in the field of Developmental Psychology across the lifespan.
- Explore key theories and principles of development.
- Examine research methodologies employed specifically in Developmental Science.
- Understand developmental trends in biological, cognitive, linguistic, social, affective, and personality development.
- Integrate knowledge of developmental psychology with biological, affective, cognitive, and/or social aspects of behavior.
- Critically analyze, evaluate, and have in-depth discussions of theoretical arguments and empirical findings.
- Demonstrate graduate-level critical thinking and understanding through discussion, presentations, and writing.

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## EVALUATION OF KNOWLEDGE

### DISCIPLINE-SPECIFIC KNOWLEDGE

Knowledge of Developmental Psychology will be established by demonstrating minimal competency (B- or better) cumulatively through (A) discussion participation; (B) leading discussions; and (C) response papers.

### ADVANCED INTEGRATIVE KNOWLEDGE

Advanced integrative knowledge will be established by demonstrating minimal competency (B- or better) on the Final Paper.

## COURSE REQUIREMENTS

### DISCUSSION PARTICIPATION (20%)

Students are expected to attend each meeting, having completed the readings and being prepared to discuss them. Students are expected to come to class with (A) at least 2 substantive discussion questions or comments and (B) to share their thoughts and questions on the readings each class. Please **email your questions/points to the presenter and instructor by 11:55pm the night before class**. You do not need to submit discussion questions/comments when you are the Discussion Leader. If you need to miss a class meeting for an approved reason, you can still receive credit if you submit your 2 discussion questions/comments on time. For more details, see “Guidelines for Discussion Participation” on Moodle.

### DISCUSSION LEADER (30%)

Each week a student will summarize the key points from the readings and lead a discussion on the topic. The number of class discussions each student will be responsible for will depend in part on the size of the class. This involves preparing a succinct review of the readings and raising a number of thought questions to foster discussion with the class. For details, see “Guidelines for Discussion Leaders” on Moodle.

### RESPONSE PAPERS (20%)

Students will submit a **response paper** (500-1000 words) for **two different topics** (i.e., discussion reading) for a total of two response papers. Your response paper topics should be different from the topic (set of readings) for which you are the Discussion Leader. You may choose which readings (one or more) in that set of readings (topic) you would like to respond to. There are two parts to the response papers—summary and critical analysis. The summary should provide a concise review of the issue at hand. For the critical analysis, I would like you to articulate the conceptual and/or

methodological issues, raise questions provoked by the reading, suggest new directions for the research, and draw connections with other research. Please **submit your response paper to Moodle by 11:55pm on the day before we will discuss those readings**. Note: You will submit your 2 discussion questions/comments in addition to your response paper, although you may derive your questions/comments from your response paper. For more details, see “Guidelines for Response Papers” on Moodle.

### FINAL PAPER (30%)

The final paper will demonstrate the integration of knowledge of Developmental Psychology with biological, affective, cognitive, and/or social aspects of behavior. The final paper should be 8-10 pages (not including title page and references) in APA format.

1. Write a research proposal outlining the details of a novel study idea (or set of studies, if applicable) that was inspired by the readings and discussions in the course. This proposal will include 3 sections: an introductory literature review, a proposed method section, and a discussion of the hypothetical results; each constituting approximately 1/3 of the paper.
2. Expand on two or more of the topics covered in the course by providing a literature review and critique in the form of an expanded response paper and/or that offers a unique thesis or viewpoint such as advancing a novel framework or theory for integrating knowledge.
3. The final paper may take other forms with advanced permission from the instructor.

There will be four interim deadlines for aspects of the Final Paper: (1) topic selection paragraph, (2) annotated bibliography, (3) annotated outline, (4) a first draft. **The final paper should be submitted on Moodle by 11:55pm on Friday, May 5, 2017.** For more details, see “Guidelines for Final Paper” on Moodle.

## WHAT IF I SUBMIT AN ASSIGNMENT LATE?

Late assignments (response papers and final paper) will be accepted but will lose 20% from the grade per 24 hours, including weekends. For example, a late assignment submitted to Moodle within 24 hours following the deadline will lose 20% (even if it is just 1 minute late), then an additional 20% 24 hours later, and so forth. I encourage you to submit your work on time so you don't needlessly lose points. Note that discussion questions/comments cannot be turned in late. However, if you are going to miss a class you may submit your questions/comments by the deadline for credit.

## COURSE ADMINISTRATION

### MOODLE

Announcements, readings, assignments, and grades will be posted on the course [Moodle](https://moodle.umat.edu) (<https://moodle.umat.edu>) site. The course schedule is subject to change. Changes will be announced in class and posted on Moodle.

### GRADING SCALE

Final grades are based on the following scale:

| Grade | Percent  | Grade | Percent      |
|-------|----------|-------|--------------|
| A     | 93-100%  | C     | 73-76.9%     |
| A-    | 90-92.9% | C-    | 70-72.9%     |
| B+    | 87-89.9% | D+    | 67-69.9%     |
| B     | 83-86.9% | D     | 63-66.9%     |
| B-    | 80-82.9% | D-    | 60-62.9%     |
| C+    | 77-79.9% | F     | 59.9% & less |

### ACADEMIC ACCOMMODATION

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](https://umt.edu/dss) ([umt.edu/dss](https://umt.edu/dss)). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406-243-2243. I will work with you and Disability Services to provide an appropriate modification.

## A FINAL NOTE ON ETHICAL CONDUCT

***Don't Cheat. Don't Plagiarize. It's Not Worth It.***

**ACADEMIC MISCONDUCT** is taken seriously and is unacceptable. Please review the UM [Student Conduct Code](http://www.umt.edu/vpsa/policies/student_conduct.php) ([http://www.umt.edu/vpsa/policies/student\\_conduct.php](http://www.umt.edu/vpsa/policies/student_conduct.php)). "The Student Conduct Code at the University of Montana embodies and promotes honesty, integrity, accountability, rights, and responsibilities associated with constructive citizenship in our academic community." **This code and procedures apply to this course.** All work for this class must reflect your own work. As specified in the Student Conduct Code, academic misconduct includes, but is not limited to:

- *Plagiarism*: representing someone else's work (words, ideas, data, materials) as your own.
- *Misconduct during an examination or academic exercise*: Copying from another student's paper/exam, giving information to another student, consulting unauthorized materials.
- *Submitting false information*: Knowingly submitting false, altered, or invented information, data, quotations, citations, or documentation in connection with an academic exercise.

**THE CONSEQUENCES** are more severe than you may think...

Academic misconduct will result in a zero for that assignment and the incident will be reported to the Dean of the Graduate School and the Dean of the College of Humanities and Sciences to be dealt with in accordance with UM Student Conduct Code. *It is your responsibility to know the Student Conduct Code.*

## COURSE READINGS

### I. FOUNDATIONS

#### A. History

- Cairns, R. B. (1992). The making of a developmental science: The contributions and intellectual heritage of James Mark Baldwin. *Developmental Psychology*, 28, 17-24.
- White, S. H. (1992). G. Stanley Hall: From philosophy to developmental psychology. *Developmental Psychology*, 28, 25-34.
- Thelen E., & Adolph, K. E. (1992). Arnold L. Gesell: The paradox of nature and nurture. *Developmental Psychology*, 28, 368-380.
- Maccoby, E. (1992). The role of parents in the socialization of children: A historical overview. *Developmental Psychology*, 28, 1006-1017.

#### B. Change Processes

- Adolph, K. E. & Robinson, S. R. (2008). In defense of change processes. *Child Development*, 79, 1648-1653.
- Kagan, J. (2008). In defense of qualitative changes in development. *Child Development*, 79, 1606-1624.

### II. BIOLOGICAL DEVELOPMENT

#### A. Epigenetics

- Gottlieb, G. (2007). Probabilistic epigenesis. *Developmental Science*, 10(1), 1-11.
- Zhang, T. Y., & Meaney, M. J. (2010). Epigenetics and the environmental regulation of the genome and its function. *Annual Review of Psychology*, 61, 439-466.

#### B. Brain Development & Plasticity

- Stiles, J., & Jernigan, T. L. (2010). The basics of brain development. *Neuropsychology Review*, 20, 327-348.
- Stiles, J. (2006). The developing brain: An intricate blend of nature and nurture. *UCSD Series: Grey Matters*. Retrieved from <https://www.youtube.com/watch?v=FugrcVhi2tg>

### III. COGNITIVE DEVELOPMENT

#### A. Theories

- Piaget, J. (1983). Piaget's theory. In P. H. Mussen & L. Carmichael (Eds.), *Handbook of child psychology* (4<sup>th</sup> ed., pp. 103-128). New York: John Wiley.
- Vygotsky, L. S. (1978). Mind in society (pp. 79-91). Cambridge, MA: Harvard University Press.
- Lourenço, O. (2012). Piaget and Vygotsky: Many resemblances, and a crucial difference. *New Ideas in Psychology*, 30, 281-295.

#### B. Social Cognition

- Harris, P. L. (2006). Social cognition. In D. Kuhn et al. (Eds), *Handbook of child psychology: Volume 2, Cognition, perception, and language* (6th ed.) (pp. 811-858). Hoboken, NJ: John Wiley & Sons Inc.
- Premack, D., & Woodruff, G. (1978). Does the chimpanzee have a theory of mind? *Behavioral and Brain Sciences*, 1, 515-526.
- Call, J., & Tomasello, M. (2008). Does the chimpanzee have a theory of mind? 30 years later. *Trends in Cognitive Sciences*, 12 (5), 187-192.

- Rubio-Fernandez, P. & Geurts, B. (2012). How to pass the false-belief task before your fourth birthday. *Psychological Science*, 20(10), 1-7.
- Buttelmann, D., Over, H., Carpenter, M., & Tomasello, M. (2014). Eighteen-month-olds understand false beliefs in an unexpected-contents task. *Journal of Experimental Child Psychology*, 119, 120-126.
- Meltzoff, A. (1995). Understanding the intentions of others: Reenactment of intended acts by 18-month-old children. *Developmental Psychology*, 31, 838-850.
- Baron-Cohen, S., Karmiloff-Smith, A., Campbell, R. Grant, J., & Walker, J. (1995). Are children with Autism blind to the mentalistic significance of the eyes? *British Journal of Developmental Psychology*, 13, 379-398.

### C. Executive Function

- Zelazo, P. D. & Frye, D. (1998). Cognitive Complexity and Control: II. The Development of Executive Function in Childhood. *Current Directions in Psychological Science*, 7, 121-126.
- Carlson, S. M., & Moses, L. J. (2001). Individual differences in inhibitory control and children's theory of mind. *Child Development*, 72, 1032-1053.
- Eigsti, I.M., Zayas, V., Mischel, W., Shoda, Y., Ayduk, O.,...Casey, B. J. (2006). Predicting cognitive control from preschool to late adolescence and young adulthood. *Psychological Science*, 17, 478-484.
- Diamond, A. (2012). Activities and programs that improve children's executive functions. *Current Directions in Psychological Science*, 21, 335-341.

### D. Language Development

- Kuhl, P. K. (2004). Early language acquisition: Cracking the speech code. *Nature Reviews Neuroscience*, 5 (11), 831-843.
- Markson, L., & Bloom, P. (1997). Evidence against a dedicated system for word learning in children. *Nature*, 385, 813-815.
- Kuhl, P. K., Tsao, F.-M., & Liu, H.-M. (2003). Foreign-language experience in infancy: Effects of short-term exposure and social interaction on phonetic learning. *Proceedings of the National Academy of Sciences*, 100, 9096-9101.
- Bruderer, A. G., Danielson, D. K., Kandhadai, P., & Werker, J. F. (2015). Sensorimotor influences on speech perception. *Proceedings of the National Academy of Sciences*, 112, 13531-13536.

## IV. SOCIAL, EMOTIONAL, AND PERSONALITY DEVELOPMENT

### A. Introduction

- Goodvin, R., Thompson, R. A., & Winer, A. C. (2015). The individual child: Temperament, emotion, self, and personality. In M. H. Bornstein & M. E. Lamb (Eds.), *Developmental Science: An Advanced Textbook* (7<sup>th</sup> ed., pp. 491-533). New York: Psychology Press.

### B. Temperament

- Rothbart, M. (2007). Temperament, development, and personality. *Current Directions in Psychological Science*, 16, 207-212.
- Kagan, J., Snidman, N., Zentner, M., & Peterson, E. (1999). Infant temperament and anxious symptoms in school age children. *Development and Psychopathology*, 11, 209-224.
- Caspi et al. (2003). Children's behavior styles at age 3 are linked to their adult personality traits at age 26. *Journal of Personality*, 71, 495-513.

### C. Emotion Development

- Saarni, C., Campos, J. J., Camras, L. A., & Witherington, D. (2006). Emotional development: Action, communication, and understanding. In N. Eisenberg, *Handbook of Child Psychology, Volume 3, Social, emotional and personality development* (pp. 226-299). Hoboken, NJ: John Wiley & Sons.

- Arlene S. Walker-Andrews (1997). Infants' perceptions of expressive behaviors: Differentiation of multimodal information. *Psychological Bulletin*, 121 (3), 437-456.

#### **D. Parent-Child Relationships and Attachment**

- Lamb, M.E. & Lewis, C. (2015). The role of parent-child relationships in child development. In M. H. Bornstein & M. E. Lamb (Eds.), *Developmental Science: An Advanced Textbook* (7<sup>th</sup> ed., pp. 535-586). New York: Psychology Press.
- Bowlby, J. (1958). The nature of the child's tie to his mother. *International Journal of Psychoanalysis*, 39, 350-373.
- Ainsworth, M.D.S. (1979). Infant-mother attachment. *American Psychologist*, 34, 932-937.
- Waters, E., Merrick, S., Treboux, D., Crowell, J., & Albersheim, L. (2000). Attachment security in infancy and early adulthood: A twenty-year longitudinal study. *Child Development*, 71, 684-689.
- Waldinger, R. J., & Schulz, M. S. (2016). The long reach of nurturing family environments: Links with midlife emotion-regulatory styles and late-life security in intimate relationships. *Psychological Science*, 27, 1443-1450.

#### **E. Moral Development**

- Turiel, E. (2006). Moral development. In N. Eisenberg, *Handbook of Child Psychology, Volume 3, Social, emotional and personality development* (pp. 789-857). Hoboken, NJ: John Wiley & Sons.
- Bandura, A., Ross, D., & Ross, S. A. (1963). Imitation of film-mediated aggressive models. *Journal of Abnormal and Social Psychology*, 66, 3-11.
- Hamlin, J. K., Wynn, K., & Bloom, P. (2007). Social evaluation by preverbal infants. *Nature*, 450, 557-U13.

#### **F. Gender Development**

- Ruble, D. N., Martin, C. L., & Berenbaum, S. A. (2006). Gender development. In N. Eisenberg, *Handbook of Child Psychology, Volume 3, Social, emotional and personality development* (pp. 858-932). Hoboken, NJ: John Wiley & Sons.
- Dunham, Y., Baron, A.S., & Banaji, M.R. (2015). The development of implicit gender attitudes. *Developmental Science*, 1-9.
- Croft, A., Schmader, T., Block, K., Baron, A.S. (2014). The Second Shift reflected in the second generation: Do Parents' gender roles at home predict children's aspirations. *Psychological Science*, 25(7), 1418-1428.
- Fausto-Sterling, A., Garcia Coll, C., & Lamarre, M. (2012). Sexing the baby: Part 1- What do we really know about sex differentiation in the first three years of life? Part 2- Applying dynamic systems theory to the emergences of sex-related differences in infants and toddlers. *Social Science & Medicine*, 74, 1684-1702. (Part 1 only)
- Fast, A. A., & Olson, K. R. (in press). Gender development in transgender preschool children. *Child Development*.

#### **V. AGING AND DYING**

- Freund, A.M. & Riediger, M. (2003). Successful aging. In R. M. Lerner, M. A. Easterbrooks, & J. Mistry (Vol. Eds.), *Handbook of psychology, Volume 6, Developmental psychology* (pp. 601-628). Hoboken, NJ: John Wiley & Sons.
- Carstensen, L.L. & Lockenhoff, C.E. (2004). Socioemotional selectivity theory, aging and health: The increasingly delicate balance between regulating emotions and making tough choices. *Journal of Personality*, 72, 1395-1424.

- Gawande, A. (2010, August 2). Letting go: What should medicine do when it can't save your life? *The New Yorker* (pp. 36-49).

### COURSE SCHEDULE

| Week                      | Topic                                   | Date   | Readings  | Presenter                  |
|---------------------------|---|--------|---|----------------------------|
| 1                         | Introduction                            | T 1/24 |   |                            |
|                           | Foundations                             | R 1/26 | Overview of Foundations/Themes  | Rachel                     |
| 2                         | History                                 | T 1/31 | 1. Cairns (1992); White (1992)<br>2. Thelen & Adolph (1992); Maccoby (1992)                                   | 1. Veronica<br>2. Danielle |
|                           | Methods & Change Processes              | R 2/2  | Overview of Research Methods<br>1. Adolph & Robinson (2008); Kagan (2008)                                     | Rachel<br>1. Ka            |
| 3                         | Epigenetics                             | T 2/7  | 1. Gottlieb (2007)<br>2. Zhang & Meaney (2010)  | 1. Miki<br>2. Jacob        |
|                           | Brain development                       | R 2/9  | Stiles & Jernigan (2010)  | Rachel                     |
| 4                         | Brain plasticity                        | T 2/14 | Stiles (2006)   | 1. Maria                   |
|                           | Cognitive development                   | R 2/16 | Piaget (1983)   | Rachel                     |
| 5                         | Cognitive development                   | T 2/21 | 1. Vygotsky (1978)<br>2. Lourenço (2012)  | 1. Meredith<br>2. Maria    |
|                           | Social Cognition                        | R 2/23 | Harris (2006)   | Rachel                     |
| 6                         | Social Cognition                        | T 2/28 | 1. Premack & Woodruff (1978); Call & Tomasello (2008)<br>2. Rubio-Fernandez & Geurtz (2012); Buttleman (2014) | 1. Tiffany<br>2. Kristen   |
|                           |   | R 3/2  | 1. Meltzoff (1995)<br>2. Baron-Cohen et al. (1995)  | 1. Miki<br>2. Sydney       |
| 7                         | Executive Function                      | T 3/7  | Zelazo & Frye (1998)  | Rachel                     |
|                           |   | R 3/9  | 1. Carlson & Moses (2001)<br>2. Eigsti et al. (2006); Diamond (2012)  | 1. Sydney<br>2. Tiffany    |
| 8                         | Language development                    | T 3/14 | Kuhl (2004); Markson & Bloom (1997)   | Rachel                     |
|                           |   | R 3/16 | 1. Kuhl et al. (2003); Bruderer et al (2015)  | 1. Veronica                |
| Spring Break: March 20-24 |   |        |   |                            |
| 9                         | Soc-Emotional                           | T 3/28 | Goodvin et al. (2014)   | Rachel                     |
|                           | Temperament                             | R 3/30 | 1. Rothbart (2007); Kagan et al. (1999)<br>2. Caspi et al. (2003)   | 1. Jacob<br>2. Eliza       |
| 10                        | Emotion development                     | T 4/4  | Saarni et al. (2006)  | Rachel                     |
|                           |   | R 4/6  | 1. Walker-Andrews (1997)  | 1. Eliza                   |
| 11                        | Parent-child relationships & Attachment | T 4/11 | Lamb & Lewis (2015)   | Rachel                     |
|                           |   | R 4/13 | 1. Bowlby (1958); Ainsworth (1979)<br>2. Waters et al. (2000); Waldinger & Schulz (2016)                      | 1. Jessica<br>2. Danielle  |
| 12                        | Moral development                       | T 4/18 | Turiel (2006)   | Rachel                     |
|                           |   | R 4/20 | 1. Bandura et al. (1953)<br>2. Hamlin et al. (2007)   | 1. Kristen<br>2. Hannah    |
| 13                        | Gender development                      | T 4/25 | Ruble et al. (2006)   | Rachel                     |
|                           |   | R 4/27 | 1. Dunham et al. (2015); Croft et al. (2014)<br>2. Fausto-Sterling (2012; Part 1); Fast & Olson (in press)    | 1. Meredith<br>2. Ka       |



|    |                                 |       |  |                         |
|----|---------------------------------|-------|--|-------------------------|
| 14 | Later life, aging,<br>and dying | T 5/2 | Freund & Riediger (2003)                               | Rachel                  |
|    |                                 | R 5/4 | 1. Carstensen & Lockenhoff (2004)<br>2. Gawande (2010) | 1. Hannah<br>2. Jessica |